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ABSTRACT

Lois Lowry's award-winning novel, "The Giver," chronicles the strength of Jonas, an adolescent boy of 12 who lives in a utopian society. In the Community everyone is equal, and there is only a gray routine of existence. But Jonas is singled out by "The Giver," a wise old man who teaches Jonas the range of human emotions, and the two then plot the salvation of the Community. In "Brave New World," Bernard Marx, Aldous Huxley's protagonist, begins to understand that a systematic, controlled and predictable society is synthetic. Bernard is expelled from the society for his choices of sex and drugs and meets an outcast who will change the course of history. This novel has set the tone for the utopian nightmare that science fiction authors have been writing about for decades. These two novels exhibit the unique quality of combining the theme of responsibility in society within a literary context agreeable to adolescents. Themes such as the power of knowledge, conformity, censorship, governmental control, and responsibility for self provide students with the foundation with which to explore their roles in society. This thematic curriculum unit contains a 50-minute model and 12 lesson plans and is designed for grades 10 and 11. It pairs the adolescent novel and the classic to offer students two different perspectives on an identical theme. The unit is divided into the following parts: I. Rationale for Combining the Novels; II. General Objectives; III. Outline of the Thematic Unit; IV. Daily Lesson Plans; V. Assessment; VI. Supplemental Materials; VII. Closing Thoughts; and VIII. Bibliography. (NKA)

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ED 466 558

Thematic Unit

The Role of the Individual Within Society

The Giver by Lois Lowry and *Brave New World* by Aldous Huxley

❖

Grade Level: 10th to 11th

Format: 50 minute model, 12 lesson plans

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April 18, 2002

CS 511 205

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Rationale for Combining the Novels

Exploring the goals and purposes of this unit

Lois Lowry's award-winning *The Giver* chronicles the strength of Jonas, an adolescent boy of 12, who lives in a utopian society. In the Community everyone is equal. There is no pain, no love, no diversity; there is only the gray routine of existence. One day, Jonas is singled out of the group and is charged to become The Receiver of Memories for The Giver, a wise old man. The Giver teaches Jonas the gambit of emotions: love, sorrow, compassion, friendship and others. The Giver feels that Jonas has untapped potential in himself. The two plot Jonas' salvation of the Community and the journey that he alone must take.

Perhaps the horror of Aldous Huxley's *Brave New World* has set the tone for the utopian nightmare that science-fiction authors have been writing about for decades. Bernard Marx, Huxley's protagonist, begins to understand that a systematic, controlled and predictable society is synthetic. His life of temptation while living in a utopian society includes the wonderland of sex and drugs. Bernard is expelled from the society for his choices and views and meets an outcast Savage who will quite literally change the course of history.

These two novels exhibit the unique quality of combining the theme of responsibility in society within a literary context agreeable to adolescents. Jonas, the young protagonist of *The Giver*, serves as a satisfactory archetype to be bridged to Bernard Marx in Huxley's *Brave New World*. Both of these characters are in a similar situation in that they have the ability of forethought and unimpeded cognition in a futuristic society. The theme of The Role of the Individual Within Society is our theme for the next two weeks of student instruction. In addition, numerous themes overlap in these two texts. Themes such as the power of knowledge, conformity, censorship, governmental control, and self-responsibility provide students with the foundation with which to explore their roles in society.

In a sense, the goal of teaching students participating in this Thematic Unit is to allot them the opportunity to make valued judgments and determine their own personal conclusions, as much as Jonas and Bernard have done within their respective societies. An additional characteristic of these novels is that each is governed by a utopian society. This alone constricts the protagonists and develops the seed of conflict and furthers the path of rebellion.

High school students are in at an age that places them in a genuinely prime position to be inquisitive about the nature of society and their relationship within it. The ability with the high school student to connect with Jonas, as a fellow adolescent, will readily equip them to elevate their thought processes to the adult-themed *Brave New World*. Critical analysis of *Brave New World*, using *The Giver* as both an independent

lesson and segue, has the ability to increase content knowledge of the novels and personal opinions on issues.

The pairing of the adolescent novel and the classic in this particular Thematic Unit will offer the students two very different perspectives on the identical theme. *The Giver* and *Brave New World* both provide the reader with a "call to action" and a substantial warning of what the world could be if identity was regulated and emotions banished. This Thematic Unit is guided under the premise that individuality is essential to not only 'the self,' but to the health of society.

General Objectives of Thematic Unit

The specific core objectives are found in Daily Lesson Plans

Guiding Thoughts for Teaching the Thematic Unit:

- What is the value of studying *The Giver*? Of *Brave New World*?
- How do these novels apply to the students' lives?

The students will be able to...

- Identify and evaluate predominant themes in the texts and to demonstrate how these themes connect to their lives.
- Compare and contrast the use of literary elements in both the adolescent novel and the classic novel.
- Respond to various types of questions that will measure their effort and aesthetic responses to the novels.
- Demonstrate their comprehension of both protagonists' actions and feelings in each text.
- Be able to reflect on the characteristics and actions which led characters to make key decisions in the novels.
- Formulate an increased understanding and appreciation of the science-fiction genre.
- Apply Reader Response Theory to the texts as per the teacher's effective instruction.
- Compare and contrast how the role of the individual in society is portrayed in each novel.
- Recall, understand, use, deconstruct, synthesize, and judge key themes in both novels.
- Create a final project that synthesizes their understanding of both novels.
- Respond critically to the novels and express a new level of comprehension with regard to the role of the individual within society.

Outline of the Thematic Unit

A brief overview of the many components of the unit

I. Introduction - *Name of the Unit, Selected novels, Target grade level, Point total:*

For our Thematic Unit, we have chosen the theme of The Role of the Individual Within Society. We will be using Lois Lowry's *The Giver* (Young Adult Novel, 1993) and Aldous Huxley's *Brave New World* (Classic, 1932) in the classroom. It will cover both novels in detail over the course of 12 sessions of a 50 minute period. The age level for this lesson plan is from 10th to 11th Grade. In this unit, students will complete activities worth a total of three hundred points.

II. Rationale for Combining the Novels - *Purpose of exploration in this unit:*

These two novels exhibit a unique quality by emphasizing the role of the individual in society's collective. We believe that the pairing of these two texts in a Thematic Unit will lead students toward a better understanding of their own responsibility within society.

III. Objectives - *Students should accomplish the following goals by the lesson's end:*

- Recognize relevant themes and symbols found in the texts.
- Cite important characteristics in the novels' protagonists and in their respective societies.
- Compare and contrast how the role of the individual in society is portrayed in each novel.
- Produce a Final Project incorporating both texts.

IV. Motivations - *Students will both cooperatively and individually participate in:*

- Class discussions on cloning and other relevant topics
- Journal Responses to passages in the text and also portions of Huxley's *Brave New World Revisited.*
- Bringing in advertisement clippings, facilitating discussion on propaganda and the media.

V. Student Activities - *Students will be responsible for this class work:*

- Develop a Reading Journal that reflects the salient concepts of the novels.
- Vocabulary Activity detailing unfamiliar words.
- Small Group activities focusing on the various social categories in the novels.
- Kurt Vonnegut's short story "Harrison Bergeron."
- Students may have the option of writing alternative endings to the novels.

VI. Questions Types - *These are to be used with through the pre-, during, and post-reading stages:*

- General Discussion
- Student-Generated
- Study Guides: *The Giver, Brave New World,* Paired Guide

VII. Vocabulary - *Students will complete a worksheet with concepts from the texts:*

- "Define the following and state their significance in the texts: Feelie, Soma, Hypnopædia." Students will then write responses to passages they deem relevant to the work.

VIII. Follow-Up/Culminating Activity - *A creative and written assignment will be required:*

- Final Project- 100 Points, Creative Activity (50%) and Writing Activity (50%)

IX. Assessments - *The students will be required to complete these activities for a cumulative Thematic Unit grade of 300 points:*

- Content Quizzes- 10 Points each @ 50 Points
- Reading Journals- 30 Points
- Vocabulary Activity- 20 Points
- Participation- 50 Points
- In-Class Essay- 50 Points

X. Supplemental Materials - *The list of primary and secondary sources for reference*

- Additional Texts on The Role of the Individual Within Society
- Films on Distopia
- Web Sites Concerning the Authors

XI. Bibliography -

Daily Lesson Plans

Week #1 - *The Giver* by Lois Lowry

Friday
Introduction to *The Giver* Distribute: Final Project, Rubric for Thematic Unit, Vocabulary Activity, Reading Journal, Study Guides, *The Giver*

Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Chapters 1-6	Quiz #1 Chapters 7-11	Chapters 12-16	Quiz #2 Study Guides are checked Chapters 17-22 Distribute: "Harrison Bergeron"	Quiz #3 Reading Journals are collected Alternative Project Proposals are due "Harrison Bergeron" Discussion Introduction to *Brave New World* Distribute: *Brave New World*

Week #1 - *The Giver* by Lois Lowry

Friday
Introduction to the Thematic Unit and *The Giver*

I. Goals - *Handout Final Project letter, Rubric for Thematic Unit, Vocabulary Activity, Reading Journal, Study Guides, Distribute The Giver*

Today is an introductory day to Lois Lowry's *The Giver*. The students will receive a brief overview of the book. The students will have the weekend to read Chapters 1-6.

II. Objectives -

- ◆ Students will be able to identify the overriding theme of the unit
- ◆ Students will be able to define the term "utopia."

III. Materials -

Students will be required to bring their copies of *The Giver* to class. Handouts for the Vocabulary Activity, Reading Journals and Study Guides will also be needed throughout the duration of the entire unit.

IV. Motivation -

- ◆ Individually, have students "quick write" and then sketch a picture of what they believe would be the perfect community.
- ◆ Share quick writes and hang sketches on the walls.

V. Teaching Procedure -

- ◆ Define "utopia" for the students. Ask them questions about what their impressions of a utopian society are. Have the students write in response to the question, "Is a utopian society realistic?" Converge the class's ideas on the board.
- ◆ After passing out the novel, ask students to make guesses about the story based on the previous motivation and the cover of the book. Write their ideas on the board. Discuss how their ideas relate back to the main theme of the unit.
- ◆ Distribute a packet containing: the Vocabulary Activity, Reading Journal, and Study Guides for the unit. Answer any questions from the students.
- ◆ Handout the assignment sheet for the Final Project and as a class, brainstorm possible alternative ideas for the Final Project.

VI. Guided Practice -

- ◆ Students will be encouraged to make predictions as to what is going to happen in the next chapters of the novel based on the closing activity of the class.

- Students should look over their papers for the Rubric for Thematic Unit, Vocabulary Activity, Reading Journals, and Study Guides. Much of the discussion on the caste system will aid students in these activities.

VII. Closure -

Give an oral Book Talk on *The Giver*, leaving class in suspense about how the story will end.

VIII. Evaluation -

- Collect the students quick writes and give participation credit for completing the motivational activity.
- Monitor student participation during class, especially while in small groups.
- Use reflective teaching to determine the positives/negatives of the lesson.

Week #1 - *The Giver* by Lois Lowry

Monday

Beginning *The Giver*: Reactions and Responses

I. Goals - *Chapters 1-6*

This is the first day the students will have read from Lois Lowry's *The Giver*. It will also reinforce Friday's lesson on utopian societies. Upon reading these initial chapters, our hope is that students will become comfortable with the novel and the theme of The Role of the Individual Within Society.

II. Objectives -

- Students will be able to discuss and clearly articulate their initial responses to *The Giver.*

III. Materials -

Students will be required to bring their copies of *The Giver* to class. Students need to bring in their handouts for the Vocabulary Activity, Reading Journals and Study Guides.

IV. Motivation -

- As students enter the classroom they are guided to begin writing a Reading Journal entry in response to the following prompt: "What is your first reaction to this novel? Describe or explain it briefly." Give the students time to articulate their responses.

V. Teaching Procedure -

- Ask students to find a partner and trade Reading Journal entries.
- Students are then asked to reads over their partners entry, and on a separate piece of paper respond to the following question: "How did your reading of the story differ from that of your partner? In what ways were they similar?"
- As an entire class, the students will share their interesting ideas and observations.
- Cooperatively, the teacher will guide the students in a discussion of the events of Chapters 1-6.

VI. Guided Practice -

- Students should be keeping up with their nightly readings, as the first Quiz will take place tomorrow.
- Students should begin brainstorming alternative ideas for their Final Project. If time allows, continue the brainstorming session from the end of Friday's lesson.

- ◆ Students should be filling out their Vocabulary Activity, Reading Journals, and Study Guides.

VII. Closure -

Use remaining time to begin reading aloud the chapters assigned for the following day. Ask students to take turns reading passages aloud.

VIII. Evaluation -

- ◆ Collect the students' responses to their partner's journal, and give credit towards the participation grade.
- ◆ Monitor student participation during class, especially while in partnered groups.
- ◆ Use reflective teaching to determine the positives/negatives of the lesson.

Week #1 - *The Giver* by Lois Lowry

Tuesday
Jonas, The Community and The Role of the Individual

I. Goals - *Quiz #1, Chapters 7-11*

Today's main focus is primarily connecting the themes of The Role of the Individual in Society with Lois Lowry's *The Giver*. The class will split into groups and discuss the jobs, family life and individual responsibilities in The Community of *The Giver*.

II. Objectives -

- Students will be able to explore the importance of individual choice within a society.

III. Materials -

Copies for the distribution of Quiz #1 should be prepared before the class period. Students will be required to bring their copies of *The Giver* to class. Handouts for the Vocabulary Activity, Reading Journals and Study Guides will also be needed. Today, students will need to bring rulers, markers and pens. The instructor will provide paper. The instructor will need to prepare labeled slips that contain an occupation depicted in *The Giver*. These slips have jobs such as Nurturers, Caretakers of the Old and Recreation Directors.

IV. Motivation -

- As students enter the classroom, they receive a slip of paper that contains their newly assigned career. Pupils must gather with others who have been assigned the same occupation.
- All the students will be working in small groups except for the individual who has been assigned as "The Receiver."

V. Teaching Procedure -

- Distribute Quiz #1. Allow approximately 10-15 minutes for the students to complete this evaluation. Collect the quiz.
- In small groups based on their occupations, students will work together to define their particular job and list everything they know about it.
- Next, have students create charts that list both the positive and negative aspects to having careers assigned. "The Receiver" will do the same.
- Take activity a step further, and ask students to individually imagine and create a poem, diary entry, or sketch that expresses how they would feel if their society was totally conformed without any individual choice.
- Cooperatively, the teacher will guide the students in a discussion of the events of Chapters 7-11.

VI. Guided Practice -

- Students should be filling out their Vocabulary Activity, Reading Journals, and Study Guides.
- Students should now express a level of comfort while reading the text. The second quiz will be coming up on Thursday.

VII. Closure -

Ask students to share their individual creations and their personal reaction to the activity.

VIII. Evaluation -

- Monitor student participation during class, especially while in small groups.
- Use reflective teaching to determine the positives/negatives of the lesson.

Week #1 - *The Giver* by Lois Lowry

Wednesday
Character Maps: A Guide to Individuality

I. Goals - *Chapters 12-16*

Today's goals include teaching the class to critically look a the components of character in Lois Lowry's *The Giver*. They will look at dialogue, thoughts and actions of the characters, and plot. Quiz #1 will be returned to the students.

II. Objectives -

- Students will be able to visualize the traits of important characters in *The Giver*. They can then decide how well they are paying attention to the details in the story.

III. Materials -

Students will be required to bring their copies of *The Giver* to class. Handouts for the Vocabulary Activity, Reading Journals and Study Guides will also be needed. For today's lesson, poster board, magazines, construction paper and glue will be needed for small group activities.

IV. Motivation -

- Ask students to name both physical and also emotional characteristics of one the story's main characters. List some of them on the board.

V. Teaching Procedure -

- Break the class down into small groups containing approximately 3-5 students. Instruct students on ways to construct a character map. Provide class with a completed example of character map. Give each group necessary materials, instructions, and guidance. Allow time for groups to share and display their completed character maps.
- Cooperatively, the teacher will guide the students in a discussion of the events of Chapters 12-16.

VI. Guided Practice -

- Students should be filling out their Vocabulary Activity, Reading Journals, and Study Guides.

VII. Closure -

Individually, have students write 1-2 page Reading Journal entry on the character that they used in their group's character map. Have the students decide how they, or someone they know, are similar or different to that particular character.

VIII. Evaluation -

- Monitor student participation during class, especially while in small groups. Determine during group presentations if the students utilized their time in groups.
- Check Study Guides for progress.
- Use reflective teaching to determine the positives/negatives of the lesson.

Week #1 - *The Giver* by Lois Lowry

Thursday
A Study of the Plot and Point of View in *The Giver*

I. Goals - *Quiz #2, Study Guides are checked, Chapters 17-22, Distribute "Harrison Bergeron"*

Today students will utilize a graphic worksheet as a way for students to recognize the plot parts of Lois Lowry's *The Giver*. The class will then go over the elements of *The Giver's* plot.

II. Objectives -

- ◆ To identify and summarize the sequence of major events in *The Giver*.
- ◆ To understand the point of view of the novel.
- ◆ To conclude *The Giver*.

III. Materials -

Students will be required to bring their copies of *The Giver* to class. Handouts for the Vocabulary Activity, Reading Journals will be needed. Study Guides for *The Giver* will be collected today. Students will be given copies of Story Frame Worksheet.

IV. Motivation -

- ◆ Make a promise, "By the end of the lesson that you will have a completed outline containing the plot of *The Giver*.

V. Teaching Procedure -

- ◆ Distribute Quiz #2. Allow approximately 10-15 minutes for the students to complete this evaluation. Collect the quiz.
- ◆ Ask students to turn in their Study Guides for *The Giver*.
- ◆ Distribute the Story Frame Worksheet to the students.
- ◆ Separate the students into small groups. The students are to begin filling out the worksheet citing the page numbers of the major plot parts.
- ◆ Collectively, go over the complete story frame and answer any questions.
- ◆ Cooperatively, the teacher will guide the students in a discussion of the events of Chapters 17-22.
- ◆ Distribute photocopies of Kurt Vonnegut's "Harrison Bergeron."

VI. Guided Practice -

- ◆ In their Reading Journals students are to write their overall impression of *The Giver* and make predictions as to what will happen in "Harrison Bergeron" and *Brave New World*.
- ◆ Students should be filling out their Vocabulary Activity and Reading Journals.

VII. Closure -

Ask the students to read the short story, "Harrison Bergeron," for the next class period. Have them prepare a Reading Journal entry concerning their reactions to the story. Students may begin to silently read the story if the lesson runs short.

VIII. Evaluation -

- ◆ Collect the Story Frame Worksheets and record student participation.
- ◆ Monitor student participation during class, especially while in small groups.
- ◆ Use reflective teaching to determine the positives/negatives of the lesson.

Name _____
Date _____ Period _____

Story Frame Worksheet: *The Giver* by Lois Lowry

Divide into small groups of 3-5 people. Then complete the following questions to help clarify the sequence of events in Lois Lowry's *The Giver*. Please cite page numbers from the novel to refer to the major plot parts.

In this story, the problem starts when _____
_____
_____
_____

After that _____
_____
_____
_____

Next, _____
_____
_____
_____

Then _____
_____
_____
_____

The problem is resolved when _____
_____
_____
_____

The story ends with _____
_____
_____
_____

My impression of the novel is that _____
_____
_____

Week #1 - *The Giver* by Lois Lowry

Friday

A Lesson in Individuality: The Beautiful "Harrison Bergeron"

I. Goals - *Quiz #3, Reading Journals are collected, Alternative Project Proposals are due, "Harrison Bergeron" Discussion, Introduction to Brave New World, Distribute Brave New World*

Today's instruction will rely primarily on the students' ability to focus on Kurt Vonnegut's "Harrison Bergeron." The story is approximately seven pages; not a long read at all. The students should be readily available to begin drawing parallelisms between this lesson and *The Giver*. *The Giver's* week will end today but it will not be forgotten as next week begins *Brave New World*.

II. Objectives -

- Students will be able to draw connections between Lois Lowry's *The Giver* and Kurt Vonnegut's short story, "Harrison Bergeron."
- Students will trace similarities within the roles of government and the individual in these two utopian societies.

III. Materials -

Students will be required to bring their copies of *The Giver* and "Harrison Bergeron" to class. Handouts for the Reading Journals will be collected today. Quiz #2 and the Study Guides for *The Giver* will be returned to the students.

IV. Motivation -

- Use the overhead with the prompt: "Jonas' society believes that drawing attention to individual differences is rude. Why would a society foster such a belief? What impact does this belief have on their society? How does it compare with 'Harrison Bergeron?'" (Allen 205)

V. Teaching Procedure -

- Distribute Quiz #3. Allow approximately 10-15 minutes for the students to complete this evaluation. Collect the quiz.
- Ask students to turn in their Reading Journals for *The Giver*.
- Ask students if they have any Alternative Project Proposals.
- Cooperatively, the teacher will guide the students in a discussion of the events of "Harrison Bergeron."
- Distribute copies of Aldous Huxley's *Brave New World*.

VI. Guided Practice -

- Students should be filling out their Vocabulary Activity.

VII. Closure -

Leave students with a writing activity for their Reading Journals. Ask them to give their final "review" of *The Giver*. Ask them to express how they felt about the novel. Also, the students should be able to articulate their ideas of The Role of the Individual Within Society.

VIII. Evaluation -

- ◆ Monitor student participation during class, especially while in small groups.
- ◆ Use reflective teaching to determine the positives/negatives of the lesson.

Daily Lesson Plans

Week #2: *Brave New World* by Aldous Huxley

Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Chapters 1-5	Quiz #4 Chapters 6-10	Vocabulary Activity is collected Chapters 11-15	Quiz #5 Study Guides are checked Chapters 16-18	Reading Journals are collected In-Class Essay

Monday
Writing Assignments are collected Creative Assignments are shared Class Discussion Closing Thoughts Conclusion to Thematic Unit

Week #2 - *Brave New World* by Aldous Huxley

Monday
Huxley's Utopia and the World State

I. Goals - *Chapters 1-5*

Today is an introductory day to Aldous Huxley's *Brave New World*. The students have had the weekend to read the first five chapters. Students who are eager to read are encouraged to read on in the novel, so not to hinder the reading process. Quiz #3 and the Reading Journal for *The Giver* will be returned to the students.

II. Objectives -

- To re-introduce the concept of a utopian society and apply this to Huxley's world.
- To discuss the concepts of cloning and caste systems.

III. Materials -

Students are required to bring their copies of *Brave New World* to class. Handouts for the Vocabulary Activity, Reading Journal and Study Guides are also needed.

IV. Motivation -

- Ask students, "What social issues in *Brave New World* are prevalent today?" (Ex. Cloning, Drugs, Sexuality) Give them approximately 5-10 minutes to write a response. The students can then share to the class their thoughts.
- "How are Huxley's themes of heavy industry and commercialism relevant?" Students will partner-up and discuss the religious theme in *Brave New World*, centering around Henry Ford.

V. Teaching Procedure -

- Ask the class "What are social issues of *Brave New World*?" Use their answers as a segue into the novel's usage of cloning, drugs and sexuality.
- Ask the students "What are the characteristics of a utopian society?" Have the students rejoin with their partners. Have the class discuss their findings. Use quotes from the novel.
- Split the class into small groups. Assign a particular group from *The Giver* and *Brave New World* to each group. (Ex. The Community, The Ones, The Nines, Alphas, Betas, Deltas, Gammas, and the Savages) Give the students approximately 15-20 minutes to gather information on each of these classes. Students are encouraged to cite passages from the novels as evidence. Have the small groups answer: "What characters are in this group? What are the jobs of this class? What is their relationship to the

main characters?" Following this is a class discussion on the subject of the caste systems in the utopian societies.

- Cooperatively, the teacher will guide the students in a discussion of the events of Chapters 1-5.

VI. Guided Practice -

- Students will be encouraged to make predictions as to what is going to happen in the next chapters of the novel based on their conclusions within their small groups.
- Students should be filling out their Vocabulary Activity, Reading Journals, and Study Guides. Much of the discussion on the caste system will aid students in these activities.

VII. Closure -

Provide students with the question, "How are the characters of Jonas and Bernard Marx similar?" to be answered next class.

VIII. Evaluation -

- Monitor student participation during class, especially while in small groups.
- Check Study Guides for progress.
- Use reflective teaching to determine the positives/negatives of the lesson.

Week #2 - *Brave New World* by Aldous Huxley

Tuesday
The Utopian Hero, Characterization, & Soma

I. Goals - *Quiz #4, Chapters 6-10*

The main goal today is to help students grasp an understanding of the characters and personalities in *Brave New World*. This is to be accomplished via a comparison of Jonas from Lois Lowry's *The Giver* and also from Huxley's text.

II. Objectives -

- To compare and contrast the characters of Jonas and Bernard Marx.
- To better comprehend the characters of Mustapha Mond, Lenina Crowe, Helmholtz Watson, John the Savage, and Linda.
- To address the use of "Feelie, Soma, and Hypnopædia" in Huxley's novel.

III. Materials -

Copies for the distribution of Quiz #4 should be prepared before the class period. Students are required to bring their copies of *Brave New World* to class. Handouts for the Vocabulary Activity, Reading Journal and Study Guides are also needed.

III. Motivation -

- Ask a handful of students at a time to approach the board. Have them list either physical or personality traits of: Bernard Marx, Mustapha Mond, Lenina Crowe, Helmholtz Watson, John the Savage, Linda, Jonas, or The Giver.

IV. Teaching Procedure -

- Distribute Quiz #4. Allow approximately 10-15 minutes for the students to complete this evaluation. Collect the quiz.
- After the quiz, follow with a motivational activity. Begin with the conclusions students reached about Jonas and Bernard. Re-ask the question from yesterday, "How are the characters of Jonas and Bernard Marx similar?" Have the class discuss commonalities and differences of these characters.
- Facilitate a class discussion on these characters. Relate their actions to the world around them. Reiterate material from the previous day's lesson on utopia. Refer to passages in the novel.
- Relate the vocabulary words to the lifestyle of the characters. Focus on Linda's "Soma Holiday."
- Cooperatively, the teacher will guide the students in a discussion of the events of Chapters 6-10.

V. Guided Practice -

- ◆ Students should be taking notes on the usage of "Feelie, Soma, and Hypnopædia" for their Vocabulary Activity handout.
- ◆ Students can begin to work on their Reading Journals.
- ◆Students should be filling out their Vocabulary Activity, Reading Journals, and Study Guides. Much of the discussion on the characters and vocabulary will aid students in these activities.

VI. Closure -

Provide students with the question, "What are the symbolic meanings of the characters' names?" to be answered next class. They may record this as an entry in their Reading Journals.

VII. Evaluation -

- ◆ Monitor student participation during class.
- ◆ Ask the students how they are doing with the nightly readings.
- ◆ Use reflective teaching to determine the positives/negatives of the lesson.

Week #2 - *Brave New World* by Aldous Huxley

Wednesday
Symbols and Rituals: Images of Distopia in Film

I. Goals - *Vocabulary Activity is collected, Chapters 11-15*

After yesterday's discussion on character and vocabulary, the students will hand in their completed Vocabulary Activity. Today's focus will be centered around the themes and symbols of *Brave New World*. We will be showing film excerpts from Fritz Lang's *Metropolis* and George Lucas' *THX 1138*. Quiz #4 will be returned to the students.

II. Objectives -

- To use the medium of film as a bridge to *Brave New World*.
- To relate the dominant theme of individuality to the text.
- To draw connections from *Brave New World* into the unit's theme of <u>The Role of the Individual Within Society</u>.

III. Materials -

Students are required to bring their copies of *Brave New World* to class. Handouts for the Reading Journal and Study Guides are also needed. The video/DVD portions of *Metropolis* and *THX 1138* should be prepared beforehand.

III. Motivation -

- Start the video segment of the lesson. Have the students respond to the opening montages of *Metropolis*. Have them write their response to "What are the predominant images in the film? How is this Lang/Lucas' view of a utopia society similar to that of Huxley's *Brave New World*? To Lowry's?"
- Similar to the last step, present a segment from *THX 1138* to the class. Explain that *Brave New World* was Lucas' inspiration for this movie. Ask them to write parallels on the board between the movie and the novel. Suggestions: Character Names, Scenery, Rising Action.

IV. Teaching Procedure -

- Facilitate a class discussion on the themes of religion in *Brave New World*. Have the students respond to the question, "What is gained by having Henry J. Ford as the "God" of *Brave New World*? How is Ford's contribution of the assembly line significant to the novel?"
- Ask the students what part of the movies resemble assembly lines? How does this convey the theme of <u>The Role of the Individual Within Society</u>?
- Cooperatively, the teacher will guide the students in a discussion of the events of Chapters 11-15.

V. Guided Practice -

- This is exclusively a visual lesson. It is important for students to understand the techniques of the directors, especially for Lang's montage scenes. While it is not imperative that the students become familiar with film terminology, the lesson should be presented so that their focus will be the mise-en-scene (arrangement) of the characters.
- Students can use these movies for use in their Final Projects. Be sure to offer this option to them.

VI. Closure -

Provide students with the question, "What do you think will be the fate of Bernard and John the Savage?" to be answered next class.

VII. Evaluation -

- Monitor student's participation during class.
- Ask the students how they are doing with the nightly readings and the Final Project.
- Use reflective teaching to determine the positives/negatives of the lesson.

Week #2 - *Brave New World* by Aldous Huxley

Thursday
A World Destroyed: Conclusions on Utopia

I. Goals - *Quiz #5, Study Guides are checked, Chapters 16-18*

This will be the last day of formal instruction for the Thematic Unit. The next two days will be used for the In-Class Essay and sharing the Final Projects. The aim of today's lesson should be to reiterate the finer points of the previous weeks. The Vocabulary Activity will be returned to the students.

II. Objectives -

- To recall, understand, use, deconstruct, synthesize, and judge key characters, symbols and themes in both novels.
- To conclude *Brave New World*.

III. Materials -

Students are required to bring their copies of *Brave New World* to class. Handouts for the Reading Journals are needed. The Study Guides for *Brave New World* and the Paired Guides will be check in class today. These sheets will not be collected as they will help the student study for the In-Class Essay tomorrow.

III. Motivation -

- Divide "Theme, Symbol, Character" in three columns on the board. Have the students make copy this twice, titling one paper *The Giver* and the other *Brave New World*. Briefly have them list their initial responses for both books.

IV. Teaching Procedure -

- Distribute Quiz #5. Allow approximately 10-15 minutes for the students to complete this evaluation. Collect the quiz.
- Divide the class into half. One half will work on *The Giver* and the other *Brave New World*. Divide each half into small groups.
- Have the students take out all of their Reading Journals, Study Guides and their Vocabulary Activity handouts. The small groups should focus on the three topics of Theme Symbol and Character. The students should be discussing the novels using their completed handouts. They can ask questions from the Study Guides to help the group center on a topic. The papers with the categories on the board should begin to be filled out.
- Monitor the groups. Float around the room offering aid and insight into the novels and topics.
- Halfway through the period the side of the class dealing with *The Giver* will switch to *Brave New World* and vice-versa.

- ◆ Continue to monitor and mentor the groups.
- ◆ Cooperatively, the teacher will guide the students in a discussion of the events of Chapters 16-18.
- ◆ Discuss the fate of Bernard Marx, Helmholtz Watson and John the Savage.

V. Guided Practice -

- ◆ Students should be inundated with material, citations, passages etc. concerning Theme, Symbol and Character for these two novels. Allow the students to keep the charts they created. This will help them study tonight for tomorrow's In-Class Essay.

VI. Closure -

Tell the students the format for the In-Class Essay: There will be three possible topics for the essays and they will deal with: Themes, Symbols and Characters. They will need to relate these to the main theme of <u>The Role of the Individual Within Society</u>. They will be allowed to use *The Giver* and *Brave New World* on the essay. Be sure to remind them to bring in these texts.

VII. Evaluation -

- ◆ Monitor student's participation during class, especially while in small groups.
- ◆ Ask the students if they have any additional questions pertaining to the In-Class Essay or the Final Project.
- ◆ Use reflective teaching to determine the positives/negatives of the lesson.

Week #2 - *Brave New World* by Aldous Huxley

Friday
Culminating Activity: A Reader-Response In-Class Essay

I. Goals - *Reading Journals are collected, In-Class Essay*

Quiz #5, the Study Guides for *Brave New World* and the Paired Guides will be returned to the students today quietly during the essay examination.

II. Objectives -

- ◆ Students will apply Reader Response Theory to the texts in the format of an In-Class Essay.
- ◆ Students will respond critically to the novels and express a level of comprehension with regard to The Role of the Individual Within Society.

III. Materials -

Students are required to bring their copies of *The Giver* and *Brave New World* to class. The students will be allowed use of these novels for the essay. The Reading Journals for *Brave New World* will be collected today.

III. Motivation -

- ◆ Ask if students need anything clarified before the essay examination.
- ◆ Offer them suggestions for writing the essay.

IV. Teaching Procedure -

- ◆ Ask students to turn in their Reading Journals for *Brave New World*.
- ◆ Distribute the three possible prompts for the In-Class Essay.

V. Guided Practice -

- ◆ Students will have the entire period to complete their In-Class Essay.

VI. Closure -

Provide students with opportunity to ask for aid, questions and instruction for the Final Project. Handout the Rubrics for the Final Project.

VII. Evaluation -

- ◆ Monitor the students during the essay examination.
- ◆ Ask the students how they are doing with the Final Project.
- ◆ Use reflective teaching to determine the positives/negatives of the three essay prompts. Ask students for input concerning other possible prompt topics.

Week #2 - *Brave New World* by Aldous Huxley

Monday

Final Projects and The Conclusion of the Thematic Unit

I. Goals - *Writing Assignments are collected, Creative Assignments are shared, Class Discussion, Closing Thoughts, Conclusion to Thematic Unit*

This is the final day of the Thematic Unit. After the In-Class Essay on Friday and a weekend full of work with their Final Projects, this day will seem like a relief to them! Today's time will be spent sharing the Creative Activities the students have created. The students' Reading Journals and In-Class Essays will be returned to the students.

II. Objectives -

- To share the Creative Activities from the students' Final Projects.

III. Materials -

Students will hand in their Rubric for Final Project along with their Written Activity. Students are required to bring their copies of *The Giver* and *Brave New World* to class and return them to the instructor.

III. Motivation -

- Ask students "Who would like to share their thoughts on the essays?"

IV. Teaching Procedure -

- Receive feedback from the students about the essays.
- Have students share their Creative Activities.

V. Guided Practice -

- Students will be sharing their Final Projects during class today.

VI. Closure -

Ask the students how they felt/what they learned about the Final Project.

VII. Evaluation -

- Since it is the final day for the Thematic Unit, the students may require extra time to share their projects. Extra days can be added to the unit. The instructor can keep track of progress and make any adjustments that he/she sees fit.
- Also, the instructor should grade the Written Activity and Creative Activity promptly so that students can receive their final grades for the Thematic Unit.
- Use reflective teaching to determine the positives/negatives of the Thematic Unit.

Assessment

A synopsis of the daily assignments for students

Students will be responsible for the nightly reading assignments for the novels *The Giver* and *Brave New World*. Additionally, they will receive photocopied packets of the short story "Harrison Bergeron."

I. Content Quizzes - *50 Points*

Throughout the course of the Thematic Unit the students' knowledge and comprehension will be assessed by a total of five (5) Content Quizzes worth ten (10) points each. The students will respond to these questions in full-sentence responses.

II. Reading Journals - *30 Points*

Students will be given a handout entitled Reading Journal. This is an opportunity for the students to critically analyze both texts individually and collaboratively. The Reading Journals will ask the students to informally write their thoughts on the current reading assignment. The prompts which are provided will be graded along with individual prompts given during time in class. The In-Class Reading Journal will be used in this case. The Reading Journal will be collected twice throughout the Thematic Unit; once each week. The Reading Journal will cumulatively weigh thirty (30) points

III. Vocabulary Activity - *20 Points*

This aims to help the student better understand the language and diction the authors use in the texts. Specifically, the goal of the activity is to teach the students the reasons of "How" and "Why" Lois Lowry and Aldous Huxley write at such skillful levels. Students will pick out key concepts (i.e. Feelie, Soma, Hypnopædia) and cite their usage in the text. The Vocabulary Activity will be collected once, weighing twenty (20) points.

IV. In-Class Essay - *50 Points*

A Reader-Response essay will be the administered to the students on the final Friday of the Thematic Unit. The students will be given three separate prompts to choose from. The questions will pertain to bridging the themes, symbols, and characters of *The Giver* and *Brave New World*. The students will receive prompts from Huxley's *Brave New World Revisited*. They will have the entire fifty minutes of the period to write this essay. The essay will count as fifty (50) points in the final unit grade.

V. Participation - *50 Points*

Students must demonstrate and enthusiasm for the readings and become active learners. This will be shown to the instructor via participation in small

group work, individual performance and class discussions. Also, the completion of the three Study Guides will count in the Participation grade. The completed Study Guides will be presented to the instructor while walking around the room. These will not be collected so as to help the students with their Reading Journals and the eventual Reader-Response In-Class Essay. Participation will weigh a total of fifty (50) points.

VI. Final Project - *100 Points*

Lastly, functioning as a culminating activity for the unit, a Final Project will be required. Two separate activities have been designed, allowing students to articulate and reflect what they have taken from these two novels. The final project will entail a Creative Activity as well as a Writing Activity that will test their level of comprehension and intuitiveness in relation to the main theme. The students will be given a list of possible projects for both activities. One of your projects must deal with *The Giver* and the other for *Brave New World*. The Final Projects will be due on the **Monday** after the completion of *Brave New World*. The Written Activity will be collected at the beginning of class while the student's Creative Activities will be shared during the course of the class period. Students interested in developing different projects for their Creative or Writing Activity, can discuss possible alternatives with the instructor during the first week of the unit. The Final Projects will comprise a total of one-hundred (100) points for the students' final grades; having each activity weigh fifty (50) points.

Name _____

Individual Rubric for Thematic Unit: <u>The Role of the Individual Within Society</u>
The Giver by Lois Lowry and *Brave New World* by Aldous Huxley

I. Content Quizzes -

◆ Quiz #1: *The Giver* Chapters 1-10		(_____ / 10)
◆ Quiz #2: *The Giver* Chapters 11-17	+	(_____ / 10)
◆ Quiz #3: "Harrison Bergeron"	+	(_____ / 10)
◆ Quiz #4: *Brave New World* Chapters 1-10	+	(_____ / 10)
◆ Quiz #5: *Brave New World* Chapters 11-17	+	(_____ / 10)
	TOTAL	(_____ / 50)

II. Reading Journals -

◆ *The Giver*		(_____ / 15)
◆ *Brave New World*	+	(_____ / 15)
	TOTAL	(_____ / 30)

III. Vocabulary Activity - **TOTAL** (_____ / 20)

IV. In-Class Essay - **TOTAL** (_____ / 50)

V. Participation -

- ◆ Study Guide Questions: *The Giver*
- ◆ Study Guide Questions: *Brave New World*
- ◆ Paired Questions
- ◆ Individual Performance: Class Discussions and Small Group Work

TOTAL (_____ / 50)

VI. Final Project -

◆ Creative Activity		(_____ / 50)
◆ Writing Activity	+	(_____ / 50)
	TOTAL	(_____ / 100)

Final Unit Grade: (_____ / 300) **Letter Grade:** _____
Determine your grade for the Thematic Unit by adding all of your TOTAL scores.
Take this number and divide it into 300. Match this percentage with the grading scale.

Grading Scale: 100%-90 = A, 89%-80 = B, 79%-70 = C, 69%-60 = D, 59%-0 = F

Instructor's Comments:

Name _____
Date _____ Period _____

Quiz #1: *The Giver* by Lois Lowry
Chapters 1-11

1. The Community in *The Giver* places heavy emphasis on ceremonies. One could say that these rituals suggest a type of rite of passage. List two examples of changes that occur when citizens reach a certain age.

2. List the rules that are contained in Jonas' assignment folder.

3. Jonas is given the job of The Receiver of Memories. Describe Jonas' job as receiver and his very first memory.

4. Describe what The Giver calls "The Capacity to See Beyond."

5. Name some of the jobs people have in The Community.

Name _____
Date _____ Period _____

Quiz #2: *The Giver* by Lois Lowry
Chapters 12-22

1. What is the lie that Jonas tells his parents? Why is it important?

2. What happens when Jonas visits Asher? How does Jonas feel by the meeting's end?

3. Describe the escape plan its implications to the rest of The Community.

4. What realization does Jonas come to about "release?" Of Love?

5. What are the fates of Gabriel? Of The Giver? Of Jonas and The Community?

Name _____
Date _____ Period _____

Quiz #3: "Harrison Bergeron" by Kurt Vonnegut

1. What is the function of the United States Handicapper General? Use characters in the short story as examples.

2. Describe the appearance of Harrison Bergeron. How has he been "handicapped"?

3. Why is Harrison Bergeron such a threat to society?

4. What role does beauty and aesthetics play in Harrison's rebellion?

5. Discuss the following passage from "Harrison Bergeron:"

> "No matter how a people strives for it, all the conditions of life can never be perfectly equal. Even if, by misfortune, such an absolute dead level were attained, there would still be inequalities of intelligence which, coming directly from God, will ever escape the laws of man." (537-538)

Name _____
Date _____ Period _____

Quiz #4: *Brave New World* by Aldous Huxley
Chapters 1-10

1. The first few chapters of the novel function as a "tour" of the Central London Hatchery and Conditioning Centre. Briefly describe the Hatchery and its function.

2. What role do drugs, sex and mind control play in this utopian society? List one vocabulary word associated with each and explain the experiences and issues that the protagonist, Bernard Marx, has with each.

3. Mustapha Mond is the Director of Hatcheries and Conditioning for Central London. He claims to be an equal member of society but yet he keeps privileges exclusive to himself. Discuss this contradiction.

4. What book does John the Savage keep inside of his home? Explain its significance to the life of John.

5. Discuss the motto of the World State: "Community, Identity, Stability." How does this relate to the theme of <u>The Role of the Individual Within Society</u>? How does Bernard's thoughts and actions serve as the antithesis to this motto?

Name _____
Date _____ Period _____

Quiz #5: *Brave New World* by Aldous Huxley
Chapters 11-17

1. What is the relationship of John's mother Linda to Mustapha Mond?

2. Describe the friendship of Bernard and Helmholtz. How is this similar or different from the relationship of Bernard and Lenina?

3. List some names of the groups in the society's caste system. Briefly list their attributes and functions in society. What physical characteristic of Bernard makes him feel inferior?

4. Describe Lenina's sexual pursuit of John the Savage. Why does he reject her advances? What is the final fate of these two characters at the novel's end?

5. While arguing, Mustapha Mond tells John the Savage, "In fact, you're claiming the right to be unhappy." John demands the right to poetry, real danger, freedom, goodness and sin by making the powerful statement: "I claim them all." The Director in turn shrugs saying, "You're welcome." Discuss Mond's rationale.

Name _____
Date _____ Period _____

Reading Journal
The Giver by Lois Lowry

1. Discuss how Jonas is similar to or different from a person that you know.

2. What do you think are the predominant values that Lowry stresses in *The Giver*?

3. What would you change (if anything) in the novel? Describe some of the passages in the text that you found to be good examples of writing. Does Lowry write in a particular style? Give examples.

Name _____
Date _____ Period _____

In-Class Reading Journal
The Giver by Lois Lowry

Name _____
Date _____ Period _____

Reading Journal
Brave New World by Aldous Huxley

1. Explain how Bernard's character changes from a passive member of society to a "revolutionary." Do you feel that in some ways introducing John the Savage took Bernard's own struggle out of the spotlight? In this case, who is the novel's protagonist?

2. Where does the title of the story come from? How is this relative to plight of John the Savage?

3. Did you respond to the *Brave New World* emotionally or intellectually? Did you feel involved with the text or distant form it? Explain why you think this was your response.

Name _____
Date _____ Period _____

In-Class Reading Journal
Brave New World by Aldous Huxley

Name _____
Date _____ Period _____

Vocabulary Activity

Directions:

In the spaces provided below, record difficult or unfamiliar terms and concepts such as in the example. Be sure to include the page number(s) on which they occur. Next to the term or concept, provide a brief synonym for the word. In some cases, terms used in the text have been made up by the author, so you will need to create a comparable synonym that already exists.

Term or Concept	**Definition**	**Synonym**	**Page Numbers**
Ex. Soma	A hypnotic pill used to reduce anxiety	Ecstacy, drugs, Prozac	4, 60, 77, 111, 125, 155, 171, 188, 252

Name _____
Date _____ Period _____

In-Class Essay

You are to choose one (1) essay topic to write on from the three prompts listed below. These questions will pertain to bridging the themes, symbols, and characters of *The Giver* and *Brave New World*. Incorporate the below quote from Aldous Huxley's *Brave New World Revisited* into your essay. You have the entire 50-minute period to write this essay. The essay will comprise fifty (50) points of your total unit grade. Indicate which essay you choose by circling it's respective letter below. Please be concise and adhere to the rules of grammar. Best of luck!

"Experience is not what happens to you; it is what you do with what happens to you."
• Aldous Huxley, *Brave New World Revisited*

Essay A: Utopian Protagonists and the Theme of Individuality

The theme of <u>The Role of the Individual Within Society</u> is central to both Lois Lowry's *The Giver* and Aldous Huxley's *Brave New World*. The protagonists Jonas and Bernard Marx are both individuals struggling with their own independent thoughts in a utopian society. In a well-developed essay, cite examples of their inner and outer struggles and discuss the following questions. What are the internal and external struggles of Jonas and Bernard Marx? What commonalities do these characters share? Differences?

Essay B: Symbols and Rituals in a Utopian Society

Authors Lois Lowry and Aldous Huxley's novels include the usage of vivid imagery and symbols. For example, Huxley uses American industrialist Henry J. Ford as the principal religious figure in the novel. In a well-developed essay, cite the main symbols and rituals of the two novels' societies. How do these symbols relate to <u>The Role of the Individual Within Society</u>?

Essay C: Government and the Crisis of Individuality in a Utopian Society

The reader is given no logical reason for Mustapha Mond to keep John the Savage in the community. One possibility is that he wants to convert John and force his acceptance of the utopian dogma. However, as the ending shows, accepting Utopia means giving up everything that makes John an individual. In a well-developed essay, discuss the actions of Mustapha Mond in contrast to those of The Giver. What are the authors saying about official and government in society? How does this relate to the theme of <u>The Role of the Individual Within Society</u>?

Name _____

Rubric for In-Class Essay: <u>The Role of the Individual Within Society</u>
The Giver by Lois Lowry and *Brave New World* by Aldous Huxley

I. Focus - *15 Points*

- This includes the student's thesis, ideas and conclusions.
  Is the essay articulate? How are new ideas and concepts presented? Is the essay focused? What are the major points of the essay?

(_____ / 15)

II. Support & Organization - *15 Points*

- This pertains to the student's formal writing skills.
  Are the ideas explained both thoughtfully and clearly? Does the essay read logically? Is the thesis addressed throughout the paper? How does the essay conclude?

(_____ / 15)

III. Demonstration of Knowledge - *15 Points*

- This section tests the students's level of comprehension with the novels.
  Are the student's conclusions understandable? How does the essay relate to the text? What new ideas are presented? How does this essay reflect on the student's experience with the novel?

(_____ / 15)

IV. Grammar, Mechanics & Style - *5 Points*

- This reflects the student's grammatical expertise.
  Does the student follow the rules of sentence structure? Is punctuation a problem? Are his/her thoughts clearly expressed in the essay? Are there any syntactic or semantic errors? Is the essay easy or difficult to read?

(_____ / 5)

Instructor's Comments:

Name _____
Date _____ Period _____

Study Guide Questions: *The Giver* by Lois Lowry

What is the setting of the novel? Who are the main characters? Write two sentences describing each character.

Describe Jonas, his family and his daily routines in life. Name a distinguishing physical characteristic of Jonas? Who else shares this same feature?

Name specific jobs in the Community. What are some roles of the Community? How are children raised in the Community? How does one become an adult in this Community? Name the three books in the house of every citizen.

What is the role of old people? What happens to aged people when they are released? What month do the ceremonies take place? What happens to Jonas during the Ceremony of Twelve?

What is his father's role? Where does Jonas' mother work? What is the nightly ritual of Jonas' family?

What happens at the Ceremony of the One? What do the Fours, the Fives and the Sixes all wear? Describe what happens to these groups: the Eights, the Nines, the Tens. Name some of the assignments of Jonas's friends.

What do you know about release? What is does the family name the baby that comes to live with them? What role does Lily hope to some day have?

How does Jonas come to meet The Giver? Describe what The Giver calls "The Capacity to See Beyond." What becomes of Gabriel? What happens during Jonas's training? Describe the rules of Jonas' assignment.

What shocks Jonas about The Giver's dwelling? What does the Receiver possess?

Name _____
Date _____ Period _____

Study Guide Questions: *Brave New World* by Aldous Huxley

Describe the Hatchery. What is the role of the Director? Who is Lenina Crowe? What do we find out about Bernard Marx? What physical characteristic makes Bernard feel inferior?

Describe these groups: Alphas, Betas, Gammas, Deltas, Epsilons. What separates each group? What jobs do members of each group have? Are some classes looked upon better than others?

How do you use a Vibro-Vac? What happens at a Feelie? What does bernard discover about Hypnopædia? Why would you take Soma?

What is the nature of Bernard and Helmholtz's relationship? How does Helmholtz get into trouble later in the novel? What is Lenina's problem?

How does Bernard become banned from the community? Why does he take Lenina to the Savage Reservation? What des he find there?

Describe John the Savage and his mother Linda. What are the characteristics of their lifestyle? What does John read? What spurs them to go back to London with Bernard and Lenina?

What is the reaction of Mustapha Mond to Linda and John? Why des he allow them to stay? What happens to Linda? What conclusions can you draw from this?

Why does John distance himself from Lenina's sexual advances? How does Bernard feel about this? What is the fate of Lenina? Are there any changes in Mustapha Mond's character?

What is the fate of Bernard and Helmholtz? Of John? How do you interpret the ending?

Name _____
Date _____ Period _____

Paired Questions

The Giver by Lois Lowry & *Brave New World* by Aldous Huxley

What commonalities do Jonas and Bernard Marx share as protagonists?

What is the role of government in the texts? How would you characterize Mustapha Mond and The Giver? What are the rituals in the novels?

What are the predominant themes of both of the novels? Describe them using quotations from the books.

Name some of the symbols used in *Brave New World*. Are any of these similar to those in Lowry's *The Giver*?

What is the role of family in the texts? Is there a value or moral system each utopian society utilizes? What are some regulations citizens must follow? Do people lead a happy lifestyle?

Describe the mysticism included in the texts. How does Jonas' experience relate to that of John the Savage? What is gained from these events?

Final Project

The following is a set of guidelines to be handed out regarding the Final Project

Dear Students,

Over the course of the next two weeks we will be heavily involved with two excellent novels: Lois Lowry's *The Giver* and Aldous Huxley's *Brave New World*. During the course of your independent readings of both *The Giver* and *Brave New World*, the key theme we will be dealing within the role of the individual in society. These two novels include settings, and in some instances characters, that attempt to negate the status of individuality.

Because we are individuals and active learners I have designed two separate activities that will allow you to reflect on what you have taken from these two novels. Your final project will entail a creative project as well as a writing assignment that will test your level of comprehension and intuitiveness in relation to our main theme. This is a chance to express yourself; an opportunity sadly unafforded to the heroes of our novels.

You will need to pick an assignment from **Section A** and also an assignment from **Section B**. One of your projects must deal with *The Giver* and the other for *Brave New World*. For example, you could create artwork for *Brave New World* and then write a letter to Lois Lowry about *The Giver*. The final projects will comprise a total of 100 points for your final grade of this unit. The selections are as follows:

A. Creative Activity - *50 Points*

- ◆ Create collage of a major theme or character that is found in the novel.
- ◆ Make a crossword puzzle for a novel.
- ◆ Design a game board that follows one of the two novels.
- ◆ Create two or more pieces of art that reflect themes of the novel.
- ◆ Record on videotape a scene from either novel.
- ◆ Design a web page about one of the novels.

B. Written Activity - *50 Points, 4-5 pages each*

- ◆ Write an alternative ending for a novel.
- ◆ Compose a letter to the author.
- ◆ Create an official newspaper for one of the utopian societies.
- ◆ Write an interview with one of the major characters.
- ◆ Find three songs that seem to relate to the novel and explain why they are relative.
- ◆ Write a paper on a topic of your choice. (Must be approved by instructor.)

The Final Projects will be due on the **Monday** after we complete *Brave New World*. Your **Written Activity** will be collected at the beginning of class while we will share one another's **Creative Activity**. If you are interested in developing alternative projects for your **Creative** or **Writing Activity**, please discuss your ideas with me during the beginning week of the unit. Please perform at your best level. Any questions? Ask!

Name _____

Rubric for Final Project: <u>The Role of the Individual Within Society</u>
The Giver by Lois Lowry and *Brave New World* by Aldous Huxley

I. Creative Activity - *50 Points* Novel / Activity _____

◆ Creativity of the Project - *25 Points*
Is the creative project well-presented? Is the project's aesthetic stance interesting? Is the student's time and effort clearly shown? What are the positives of this activity? How does the student express his/her individuality in the activity?

(_____ / 25)

◆ Focus & Demonstration of Knowledge - *25 points*
What aspects of the text has the student brought into his/her project? What new ideas has the student related in the project? Is the project's aesthetic interesting? Is the project's relevance to the novel concise?

(_____ / 25)

II. Writing Activity - *50 Points* Novel / Activity _____

◆ Focus & Demonstration of Knowledge - *15 Points*
Are the ideas explained both thoughtfully and clearly? Does the activity read logically? How does the student express his/her individuality in the activity? How does the project conclude?

(_____ / 15)

◆ Support, Organization & Grammar - *35 Points*
Are the student's ideas understandable? How does the project relate to the text? What new ideas are presented? How does this essay reflect on the student's experience with the novel? Does the student follow the rules of sentence structure? Is punctuation a problem? Are his/her thoughts clearly expressed in the essay? Are there any syntactic or semantic errors? Is the project easy or difficult to read?

(_____ / 35)

Instructor's Comments:

Supplemental Materials

I. Additional Texts on The Role of the Individual Within Society -

Classic Novels:

- *1984* (George Orwell)
- *Animal Farm* (George Orwell)
- *Anthem* (Ayn Rand)
- *Atlas Shrugged* (Ayn Rand)
- *The Awakening* (Kate Chopin)
- *Childhood's End* (Arthur C. Clarke)
- *Fahrenheit 451* (Ray Bradbury)
- *The Fountainhead* (Ayn Rand)
- *The Great Gatsby* (F. Scott Fitzgerald)
- *The Martian Chronicles* (Ray Bradbury)
- *The Metamorphosis* (Franz Kafka)

Adolescent Novels:

- *Bless the Beasts and Children* (Glendon Swarthout)
- *The Butterfly Revolution* (William Butler)
- *Lord of the Flies* (William Golding)
- *The Taking of Mariasburg* (Julian Thompson)
- *The War Between the Classes* (Gloria Miklowitz)
- *The Wave* (Todd Strasser)
- *The White Mountains* (John Christopher)
- *Z for Zachariah* (Robert C. O'Brien)

II. Films on Distopia -

- *Alphaville*: Directed by Jean-Luc Goddard. French. 1965.
- *Brazil*: Directed by Terry Gilliam. English. 1985.
- *The Element of Crime*: Directed by Lars von Triers. Dutch. 1984.
- *Lord of the Flies*: Directed by Peter Brook. English. 1963.

III. Web Sites Concerning the Authors -

Lois Lowry:

- www.scils.rutgers.edu/special/kay/lowry.html
- www.carolhurst.com/authors/llowry.html
- teacher.scholastic.com/authorsandbooks/authors/lowry/bio.html
- www.ala.org/alsc/lowry.html
- www.edupaperback.org/authorbios/Lowry_Lois.html
- falcon.jmu.edu/~ramseyil/lowry.htm

Aldous Huxley:

- www.huxley.net
- somaweb.org
- members.tripod.com/~Raincloud771/htm/huxley.htm
- www.levity.com/corduroy/huxley.htm
- www.cp-tel.net/miller/BilLee/quotes/Huxley.html

Closing Thoughts on the Thematic Unit

Parting reflections and ideas on the project by the authors

"Working with Adam to design our first thematic unit has been a wonderful experience. The project has increased my motivation to be an educator and I anxiously look forward to teaching this unit in my own classroom. I really feel that the young adult novel plays an important role in how students approach and respond to literature as a whole. I truly believe that I would have greatly benefitted from first studying a novel such as Lois Lowry's *The Giver* before tackling a more rigorous classic. The idea of bridging the two texts makes so much sense that I find it hard to believe that it not being done more readily in secondary English classrooms.

In addition, I feel that the overriding theme of our unit, The Role of the Individual Within Society, is relevant to today's adolescents. It is extremely important for students to develop their own voice and realize that they have the potential to effect social change. Characters like Jonas and Bernard model these characteristics and provide students with an opportunity to critically examine what lies behind a utopian society."

◆ Danielle Tarner
April 17, 2002

"In retrospect, I would have to say that my work on the Thematic Unit: was probably the most intense education project that I have worked on to date. Part of my own personal motivation throughout the several weeks Danielle and I worked on the project was being able to "teach" Aldous Huxley's *Brave New World*. This book remains particularly important to me because this was literally the first text that I read with a critical eye. I remember sitting in my seat during my sophomore year of high school reading the novel intently. I thought back to Bernard Marx's inner struggle to define his own relevance in a society that is defines itself on the precepts of the utopian construct. I think that it was only during this read of *Brave New World* where I realized the craftsmanship of Huxley's Hatchery scenes, the omnipresent ego of Mustapha Mond and other truly memorable characters and situations. These reoccurring, and increasingly relevant themes, to this day are demonstrative to the resources of Huxley.

Personally, *Brave New World* is not a premonition that chants the foreboding line, 'Things that may come true.' Rather, the novel serves as an examination of the human machine and the gears which comprise its mind."

◆ Adam Umak
April 17, 2002

Bibliography

Allen, Janet S. "Exploring the Individual's Responsibility in Society in The Giver and Brave New World." Adolescent Literature as a Complement to the Classics. Ed. Joan F. Kaywell. Vol. 2. Norwood: Christopher-Gordon, 1995. 199-211.

Huxley, Aldous. Brave New World. New York: Harper Collins, 1932.

---. Brave New World Revisited. New York: Harper & Row, 1958.

Lowry, Lois. The Giver. New York: Bantam Doubleday Dell, 1993.

Metropolis. Dir. Fritz Lang. Perf. Alfred Abel, Gustav Frolich, and Brigette Helm. 1927.

THX 1138. Dir. George Lucas. Perf. Robert Duvall, Donald Pleasance, and Don Pedro Colley. 1970.

Vonnegut, Kurt. "Harrison Bergeron." Welcome to the Monkey House. Reprint. New York: Delta, 1998. 7-14.

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